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ABSTRACT

The purposes of this project were to prepare students in rural and remote regions to receive Utah's birth-to-five preschool special education certificate and to enhance the quality of their preparation. The project proposed to: (1) support preparation for certification of at least 50 students who were residents of and serving preschoolers in rural and remote areas; (2) recruit students from diverse cultures, specifically targeting Native Americans; (3) adapt the multidisciplinary program of studies in early childhood special education for distance delivery; (4) coordinate delivery of the distance education certification program through a multi-university consortium; and (5) provide on-site facilitators to aide in course delivery and supervision. The program was multidisciplinary, requiring that students complete coursework in family and human development, special education, psychology and communicative disorders (language development). It included coursework in assistive and instructional technology, and a seminar co-taught by a parent of a child with a disability with a practicum conducted in the home of host families of children with disabilities. As a multi-university effort, the project combined the resources of Utah's two institutions of higher education that offer the birth to 5 special education teaching certificate (Utah State University and University of Utah), and utilized the distance education facilities of both institutions. The project exceeded its recruitment goal and was able to deliver the program to virtually all areas of the state. While students progressed toward completion of certification requirements at a slower rate than anticipated, 27 had completed them at the time this report was written and 36 more were actively pursuing them. The State Office of Education continued to support the program after the period of federal funding. This report includes summaries of students' course evaluations, lists of articles published and presentations made by project staff, and an evaluation summary of the project. (Author/SG)

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ED 462 777

Final Report:
Preparation of Rural Personnel to Serve Young Children with Disabilities and Their Families: A Multi-University Consortium

Project #H029Q50031

Awarded to Utah State University
by the U.S. Department of Education,
Office of Special Education and Rehabilitative Services

Project Period 09/01/1995 through 08/31/1999

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Abstract

The purposes of this Project were to prepare students in rural and remote regions to receive Utah's birth-to-five preschool special education certificate and to enhance the quality of their preparation. The Project proposed to (a) support preparation for certification of at least 50 students who were residents of and serving preschoolers in rural and remote areas; (b) recruit students from diverse cultures, specifically targeting Native Americans; (c) adapt the multidisciplinary program of studies in early childhood special education for distance delivery; (d) coordinate delivery of the distance education certification program through a multi-university consortium; and (e) provide on-site facilitators to aide in course delivery and supervision. The program was multidisciplinary, requiring that students complete coursework in family and human development, special education, psychology and communicative disorders (language development). It included coursework in assistive and instructional technology, and a seminar co-taught by a parent of a child with a disability with a practicum conducted in the home of host families of children with disabilities.

As a multi-university effort, the Project combined resources of Utah's two institutions of higher education that offer the birth to 5 special education teaching certificate (Utah State University and the University of Utah) using federal and State Office of Education support to make such a program possible. The Project utilized the distance education facilities of both institutions to provide certification coursework.

The Project exceeded its recruitment goal and was able to deliver the program to virtually all areas of the state. While students progressed toward completion of certification requirements at a slower rate than anticipated, 27 have completed these requirements and 36 more are actively pursuing them. The State Office of Education has continued to support the program after the period of federal funding. Thus, the 63 students who directly benefitted from this Project will be certificated, as well as others who enroll as the program continues. The Project's goals and objectives will be completed as proposed.

Sarah Rule served as Project Director and Cyndi Rowland as Project Coordinator. Additional information about the program can be found on the website www.cecsep.usu.edu.

Program Structure and Requirements

The early childhood special education program was based upon several assumptions. First, students needed to be well-versed in instructional and intervention methods. Second, they needed to be acutely aware of typical child development, since most of the content of preschool special education addresses social, emotional, physical, language, and cognitive development; this content is different from the academic skills stressed in the education of school-aged children. Third, students needed to understand that inclusive services are more broadly defined for preschoolers than school-aged children. Since the typically developing peers of preschool children with disabilities spend time not only in preschool, but also at home and in child care settings, students needed to be prepared to deliver services in an array of environments. Fourth, they needed to understand that different cultures have varying expectations of children, values, and viewpoints about disabilities. Students needed to be prepared to deliver services that are culturally and linguistically appropriate. Finally, they needed to be prepared for the role of educators on service delivery teams that include parents and professionals from a variety of disciplines. Hence, the required coursework and practica prepared students to serve as members of interdisciplinary teams that serve children and families from differing cultures in school, home, and community environments.

Structure of the Multi-University Consortium. The Project formed a multi-university consortium for distance education of personnel in early childhood special education. Involving personnel from both Utah State University and the University of Utah, the consortium permitted coursework from the two certification programs to be combined, resulting in the program of studies shown in the Appendix. The third party in the consortium, the Utah State Office of Education, contributed additional resources to enable the program to operate.

The Project-supported early childhood special education certification program combined coursework from the two institutions. The requirements are shown in the Appendix. Students enrolled in different course combinations depending on their educational backgrounds.

The core special education courses at the University of Utah had been adapted for rural delivery through formats such as videotaped lectures delivered in various sites and supported by local facilitators who led additional instructional activities. The Project supported a part time staff member (Dr. Joan Sebastian) to coordinate facilitators and to assist University of Utah instructors in serving the additional early childhood special education students who enrolled as a result of the Project.

The early childhood special education coursework requirements at Utah State University addressed competencies in eight content areas: (a) typical and atypical growth and development; (b) assessment and evaluation; (c) service delivery, including service coordination and interagency resources; (d) instructional and intervention methods; (e) development and implementation of individual educational programs (IEP's) and individual family service plans (IFSP's); (f) curriculum; (g) collaboration with families; and (h) interdisciplinary and transdisciplinary practices.

The Project supported adaptation for distance delivery of format and materials in the early childhood special education certification courses offered by Utah State University. Two early childhood special education courses and a psychology course had already been adapted. The certification program requirements included additional courses and practica that addressed typical early childhood development, preschool teaching methods, language development, and psychology. The Project supported delivery of these other courses if they would not otherwise have been available to students and supported several local facilitators who supported a course on assistive technology that required field work in constructing and using adaptive devices.

The Project curriculum met all standards of the State Office of Education certificate, a birth to five credential. This certificate was also approved by the State Department of Health for their early intervention providers.

Accomplishment of Project Goals and Objectives

Objective 1. Recruit students from rural and remote areas of the state, focusing upon students from diverse cultures and those who are stable residents of rural areas

The Project recruited 144 students, 107 of whom participated in advisement that resulted in development of a program of study. Of these, 80 enrolled in one or more courses. Of these, 27 have received their certification, 36 continue to be enrolled, and 17 withdrew (five due to relocation out of the state). Although students are not required to divulge information about disability, race, or cultural heritage, staff believe that 15 are members of diverse cultural and ethnic groups. These majority of these are Native American. One has received her certification. Two other students from diverse cultures, one of whom has a disability, are actively enrolled.

Recruitment activities included (a) contact with special education directors in rural areas to identify personnel whose credentials did not meet state standards and thus, who needed to enroll in a program leading to the early childhood special education certificate; (b) posting of information on the Project web site (www.cecsep.usu.edu); (c)

announcements at meetings such as the statewide Preschool Conference; and (d) sending information in response to inquiries received via mail, telephone, and e-mail.

The Project provided financial support to 53 different students. In order to be eligible, students had to complete course requirements each term with a grade of B or better.

Objective 2. Develop and implement multi-university procedures for admitting, advising, and supporting Project students

Faculty of the early childhood special education programs at Utah State University (Rule and Rowland) and the University of Utah (Andrea McDonnell), together with distance specialist Sebastian, met regularly to develop admission and advisement procedures and to determine how to provide financial support to students. The Project Coordinator made regular contact with other faculty to assure that procedures were implemented.

To be enrolled, a student was required to complete an advisement process that resulted in a written plan for a program of studies. To be considered actively enrolled, the student had to complete at least three classes in an academic year.

The Project Coordinator advised all students in the program. To support students, the advisement system permitted frequent contact between early childhood special education students and faculty in order to plan, monitor programs, and discuss program and Project concerns. The Project supported a toll-free phone number for students' use. Additional communication was facilitated via electronic and conventional mail and periodic site visits in which the Coordinator advised students (and also provided on site supervision of student teaching) . She monitored each student's progress toward completing program requirements and provided feedback. When needed, students were referred for additional assistance (e.g., tutoring, assistive devices) through the regional Utah State University Extension offices, where staff coordinated services with campus-based programs at Utah State University including the Disability Resource Center, Learning Assistance Program, Women and Re-Entry Students' Center, Multi-Cultural Student Center, and Counseling Center.

Objective 3. Adapt course content for delivery through distance education; conduct and evaluate courses, and revise accordingly

Objectives for distance courses were the same as for campus-based courses. Students were expected to display mastery of the same competencies regardless of where they were enrolled. The format of several courses was modified for distance education as described below.

1. Five core early childhood special education courses and several supporting area courses were offered by Utah State University using live interactive television (the Utah EDNET system). This system provides closed-circuit television delivered over fiber optic cable to more than 200 sites in the state. Virtually every area of the state could be reached using this system, eliminating the need for students to travel more than 1 ½ hours to attend classes.

   Course modifications included conversion to a "modular" design in which students demonstrated mastery of knowledge acquired through readings and assignments prior to attending televised classes. Thus, class time could be used for interactive activities that elaborated upon the knowledge foundation: analysis, discussion, role play, and case-based applications.

2. Foundation special education courses offered through the University of Utah used pre-recorded video tape. They were identified in the department as "Professor Plus." Using this approach, regular on-campus courses were video taped in a studio with the campus students present. All required course materials were organized and packaged for delivery along with the video tapes to the distance site. Each "Professor Plus" class was supported with a distance education facilitator who had a master's degree in Special Education. That facilitator coordinated learning activities, led class discussions, supported students' completion of assignments, communicated with the campus professor, and handled logistical tasks. These classes were also supported with additional three, two-hour live interactive television seminars broadcast over EDNET. The 6 hours of broadcast seminars provided distance students with direct access to the campus professor to ask questions, prepare for exams, and discuss course related issues. On occasion, courses were offered to individual students as correspondence courses. Students used the videotapes but did not have access to group activities.

3. Practicum experiences were supervised by university faculty, including the parent of a child with a disability who served as course co-instructor of one practicum and seminar. Students made videotaped recordings of themselves as they engaged in practicum assignments. They mailed these to instructors for viewing and feedback. Practicum seminars were broadcast over the EDNET system, bringing together students at the rural sites to discuss issues and problems encountered in their classrooms. This interactive discussion allowed students to share information and receive additional support from their peers and university faculty.

4. Two courses were delivered via the world wide web. Faculty interacted with individual students electronically, providing information and evaluation in this manner. The course incorporated chat rooms where students discussed issues based on course content and took turns leading the chats on assigned topics. Information communicated via the web was supported with materials such as videotapes and CD ROMs mailed to students for individual use.

5. At least one supporting area course (child abuse and neglect) was offered through home study for some students who were unable to take the course via other distance

options. Several supporting area courses used the University's COM NET system, which permitted interactive audio communication but only one way video interaction. Students could see the instructor but the instructor did not see students. Students were permitted to take some supporting area courses (such as child development) at other institutions of higher education.

Students evaluated every course taught at Utah State University using both a "generic" university-required rating form and a form tailored to each course. The course-specific form asked them to evaluate each assignment, course content, and the format. Evaluations of 17 of the 23 courses taught by faculty in the Department of Special Education are summarized below in Tables 2 and 3. Data from the other courses have not been systematically or intentionally excluded, but, rather, were not returned by University Extension personnel or are unavailable. Always generally positive, course ratings improved over time. Revisions based upon student evaluations were undertaken after each course offering and included: (a) providing students with a choice of assignments to demonstrate mastery of objectives wherever possible; (b) adapting the assignments for distance students, most of whom were completing them in classrooms where they were employed as the teacher; (c) reducing the number of required videotapes for demonstrating practicum competencies from one per week to one every other week; (d) using the Internet to provide feedback in a timely way; (e) posting as much course information as possible on the web site to permit immediate and easy access to information; and (f) replacing readings when students' ratings indicated that they were not useful.

Also, the Project personnel solicited feedback from Advisory Group ("Multi-University consortium) members. They received feedback about students' competence (as observed, for example, by the state's 619 coordinator during scheduled visits to local education agencies) and about the success of the Project in addressing critical personnel

shortages. The continued financial support of the State Office of Education was regarded as an affirmation of their satisfaction with Project results.

Table 2. Summary of Utah State University students' course evaluations using course-specific rating forms

Course Title, Term, and Instructor	Number of Students Responding	Percentage of Positive Ratings (Qualitative Descriptors)
Teaching the Young Child with Disabilities in the Least Restrictive Environment (SP ED 578) F '95 Santos	5	74% ("appropriate," "helpful," "fair,"or "constructive"
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584a) F '95 Rowland	9	78% ("appropriate," "helpful")
Teaching Infants and Young Children with Disabilities (SP ED 576) W '96 Santos	3	63% ("appropriate," "helpful")
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584b) W '96 Rowland	7	71% ("appropriate," "helpful," "what I expected," "exceeded expectations")
Methods and Materials for Educating the Preschool Child with Disabilities (SP ED 574) W '96 Rowland	8	81% ("excellent," "good")
Adaptive Equipment and Communication Technology for Persons with Disabilities (SP ED 557) SP '96 Rowland	13	91% ("excellent," "very good," "good")
Language, Hearing, and Speech Development (COM D 270) Su '96 Rowland	14	92% ("excellent," "very good," "good")
Adaptive Equipment and Communication Technology for Persons with Disabilities (SP ED 557) SU '96 Rowland	6	91% ("what I expected," "appropriate," "very helpful," "helpful")
Practicum with infants and families (SP ED 586) Su '96 Fiechtl & Cox	4	98% ("excellent," "very good," "good")

Teaching Infants and Young Children with Disabilities (SP ED 576) Su '96 Santos	4	74% ("what I expected," "appropriate," "very helpful," "helpful")
Teaching the Young Child with Disabilities in the Least Restrictive Environment (SP ED 578) F '96 Santos	5	79% ("what I expected," "appropriate," "very helpful," "helpful")
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584a) F '96 Rowland	7	90% ("excellent," "very good," "good")
Methods and Materials for Educating the Preschool Child with Disabilities (SP ED 574) W '97 Rowland	4	93% ("excellent," "very good," "good")
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584b) W '97 Rowland	3	100% ("excellent," "very good," "good")

Table 3. Summary of students' course evaluations using Utah State University rating forms

Course Title, Term, and Instructor	n[a]	Mean Ratings Course Quality[b]	Mean Ratings Teacher Effect.[b]	Comparison Data[c] Dept.:Course/ Teacher College: Course/Teacher
Methods and Materials for Educating the Preschool Child with Disabilities (SP ED 574) W '96 Rowland	7	5.2	5.5	5.6/5.6 5.8/5.8
Adaptive Equipment and Communication Technology for Persons with Disabilities (SP ED 557) SP '96 Rowland	13	5.4	5.4	5.5/5.8 5.8/5.9
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584a) F '96 Rowland	6	5.0	5.0	5.5/5.5 4.8/4.8

Methods and Materials for Educating the Preschool Child with Disabilities (SP ED 574) W '97 Rowland	3	5.0	5.0	4.8/4.9 4.8/4.9
Practicum in the Least Restrictive Environment with Family Service Plans (SP ED 584b) W '97 Rowland	4	4.3	4.5	4.8/4.9 4.8/4.9
Adaptive Equipment and Communication Technology for Persons with Disabilities (SP ED 557) SP '97 Rowland	14	5.0	5.1	4.8/5.2 4.8/4.9
Adaptive Equipment and Communication Technology for Persons with Disabilities (SP ED 557) SU '98 Rowland	14	4.9	5.1	4.7/4.7 4.8/4.9
Practicum with infants and families (SP ED 586) Su '98 Fiechtl & Cox	8	5.0	4.9	4.5/4.5 4.8/4.8

[a]Number of students who completed rating. [b]Mean ratings of course quality and instructor effectiveness on a 6 point scale, 1=low and 6=high; ratings of first two courses listed are prorated from the 5 point scale used prior to Fall '96 term. [c]Upper rows show mean ratings of course and instructor, respectively, across all departmental courses taught that term; lower rows show these ratings across all courses that term in College of Education.

Objective 4. Develop procedures and prepare site facilitators and university faculty for practicum supervision and Project activities

The design of the distance program necessitated employment of site facilitators. Sandra Hanson, Barbara Nielson, and Pat Walton provided this support for University of Utah courses. The need for facilitators was less than anticipated in the Utah State University program component. This was because most contact was via interactive television, which permitted direct observation and live discussions between faculty and peers. Moreover, since students were spread about the state, it was not practical for them to congregate. The exception to this was in the Assistive Technology course. Facilitators Dennis Hullinger, Marla Marshall, and Pam Yama, who as members of Utah's

Assistive/Augmentative Technology Team (ACTT) had special training, provided on site assistance to students in demonstrating, developing and using assistive devices.

Objective 5. Coordinate telecommunication system to deliver coursework from two university programs to rural personnel

The Project Coordinator was responsible for assuring that the several distance delivery systems enabled students to access courses required for certification. On several occasions this necessitated offering of additional sections of a course or supporting other departments in scheduling of distance education courses during terms when they would otherwise not have been offered. The Coordinator worked with the Utah State University Extension Service to make the necessary arrangements. As already described, she communicated regularly with Joan Sebastian of the University of Utah to assure that courses were offered in locations that were accessible to Project students. Finally, she assisted students in obtaining information from other institutions of higher education to access the supporting courses that were available elsewhere.

Objective 6. Conduct evaluation of Project activities

Both student evaluations and the evaluation of Advisory Group members indicated that the Project was successful. When students were dissatisfied, it was generally because they felt course requirements to be too difficult. They responded positively to course content and to the incorporation of technology. It should be noted that they received extensive on-site individual support from the program to learn to use the technology.

The Project was successful in enrolling students. Because most enrolled in only one or two courses at a time, they progressed through the program at a slower rate than anticipated. However, the State Office of Education continues to provide support for the distance program that will enable the 36 actively enrolled students to complete

certification. These students, together with the 27 who completed the requirements during the Project period, will exceed the Project's goal to prepare 50 students to receive the early childhood special education certificate. These graduates continue to serve preschool children in rural and remote areas of the state.

Objective 7. Dissemination

Descriptions of (a) the program, (b) coursework adaptations for remote delivery and (c) Project results were prepared during each year of the Project. As described below, Project staff made 13 presentations to national and international professional conferences. They also submitted manuscripts to professional journals, conference proceedings, and nationally-disseminated newsletters. The seven published articles addressed special Project features such as the multi-university effort to prepare personnel, the development and evaluation of interactive distance courseware, and video and facilitator supervisory methods used in this effort to prepare rural personnel for careers in early childhood special education.

Publications

Rowland, C. (1996). Update on ECSE certification project. *Utah DEC,2*(2), p.2.

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Rule, S., Rowland, C., Sebastian, J., Tso, M., Decker, C., & Cox, K. (1996). Building a distance education program through collaboration and combined technologies. In *Conference Proceedings, Rural Goals 2000: Building Program that Work* (pp.198-202). Salt Lake City, UT: University of Utah, The American Council on Rural Special Education (ACRES). (ERIC Document Reproduction Service No. ED 394 762).

Conference Presentations (in addition to those listed above).

Dominguez, J., Cordova, I., Howell, R., Lewis, H.D., & Rowland, C. (1996, September). *Administrative policy issues in distance delivery of personnel preparation.* Paper presented to Alliance 2,000 Project: Distance Learning for Personnel Preparation in Special Education and Related Services: Research Triangle Park, North Carolina.

Hains, A., Rowland, C., & Karp, J. (December, 1998). *Going the distance: Technology tools for personnel development.* Pre-conference workshop presented to the

14th Annual International Early Childhood Conference on Children with Special Needs, Division for Early Childhood, Council for Exceptional Children: Chicago, Il.

Rowland, C. (1999, May). *Increasing student interaction and participation in distance-based models of personnel preparation*. Presentation to 25th Annual Convention, Association for Behavior Analysis, Chicago.

Rowland, C. (1996, September). *High wire act with a net: Lessons learned in the Collaborative Early Childhood Special Education Project*. Paper presented to Alliance 2,000 Project: Distance Learning for Personnel Preparation in Special Education and Related Services: Research Triangle Park, North Carolina.

Rowland, C. (1995, November). *Access through technology: Preparing rural personnel for early childhood special education through the information highway*. Presentation to Teacher Education Division, Council for Exceptional Children Conference, Honolulu.

Rowland, C., Rule, S., & Blakeley, M. (November, 1997). *The pitfalls and promise of supervising students in a distance certification program*. Paper presented to the 20th annual conference of the Teacher Education Division, Council for Exceptional Children: Savannah, GA.

Rowland, C., Rule, S., & Blakeley, M. (June, 1997). *Explorers get arrows, settlers get land: Reflections on technology use for practicum supervision in a distance teacher education program*. Paper presented to the Educational Media / Educational Telecommunications: Calgary, Canada.

Rule, S., & Rowland, C. (1997, April). *At least seven habits of highly effective delivery of education at a distance*. Presentation to 75th Annual Conference, Council for Exceptional Children, Salt Lake City, UT.

Spooner, F., Salzberg, C., Lignugaris/Kraft, B., Rowland, C., & Rule, S. (1998, May). *Applications of behavior analysis in distance education: Ways to improve across-site interaction*. Presentation to 24th Annual Convention, Association for Behavior Analysis, Orlando, FL.

Evaluation Summary

The 8 primary evaluation questions and summary answers based upon the several sources of evaluation data (students' evaluations, students' progress as evaluated by faculty, Advisory Group evaluations, and stakeholder support for the program) are presented below.

1. *Was the program successful in rural student recruitment, and were students from minority populations enrolled?* The Project was successful in recruiting 144 students, including 15 from diverse cultural groups. These include students from Hispanic and Native American cultures and a student with a disability.

2. *Did the students acquire the skills and demonstrate the competencies addressed in both coursework and practica?* Twenty-seven demonstrated all competencies necessary to complete coursework and practica and have received early childhood special education certificates and 36 have done so in all courses completed to date. Students who withdrew from the program typically did so for personal reasons rather than because their progress was unsatisfactory. Excluding students who moved out of state, the program's student retention rate was 84%.

3. *Were the students satisfied with the courses that were adapted for distance delivery as well as the overall personnel preparation experience?* Course ratings indicated that students were satisfied. Students' qualitative ratings when addressing specific course requirements were high and improved over time, indicating that the faculty were responsive to their opinions. Mean student ratings on more generic evaluations were comparable each term to the mean ratings of combined departmental courses and of combined College of Education courses.

4. *How many students, as a result of the Project, attained state certification and were they employed in rural areas?* The 27 students who have completed certification requirements are employed in rural areas.

5. *Were employers and parents of children served in programs satisfied with the skills exhibited by Project students?* There were no direct measures of parental satisfaction with students' skills. However, students completed one practicum in the homes of families who

had a young child with a disability. These parents' comments about students were favorable. The students' continued employment in local education agencies during and after their enrollment indicated employer satisfaction with their skills.

6. *Did students demonstrate what they learned as they served young children with disabilities and their families?* Yes. Direct observations of students as they served young children with disabilities were made during practica and student teaching. Students were required to demonstrate competencies during these observations in order to complete course and program requirements.

7. *Did students' application of what they learned help preschoolers with disabilities acquire new skills so that they were "ready to learn" in school-aged programs?* Students furnished data on children's progress as part of practicum and student teaching requirements. The data indicated that children made progress.

8. *Can the established distance delivery program be used for future rural students in need of certification?* Yes. The Utah State Office of Education has continued to provide support for the program after federal funding expired. Should this support cease, faculty will work with the Utah State University Extension Program to continue the program.

Appendix

Collaborative Early Childhood Special Education Program

Course Requirements

Collaborative Early Childhood Special Education Program

(Utah State University, University of Utah, State Office of Education)

For program inquiries please call Cyndi Rowland 797-3381, 1-800-522-9731 or email at Cyndi@CPD2.USU.EDU

OPTION #1

For those students who have a current teaching certificate in special education they will need the **Area 1** courses. Students in this category may also need some of the coursework from **Area 2**; this will depend on a transcript review.

Area One:

Early Childhood Special Education Coursework

Taken through USU

_____ SpEd 5530: Assistive and Adaptive Technology for Young Children with Disabilities (2 cr.)

_____ SpEd 5710: Teaching Infants and Young Children with Disabilities. (3 cr.)

_____ SpEd 5730: Intervention Strategies for Young Children with Disabilities (3 cr.)

_____ SpEd 5810: Practicum with Infants and Families (4 cr.)

_____ SpEd 5820: Preschool Practicum for Young Children with Disabilities in Community Environments (4 cr.)

_____ SpEd 5200: Student Teaching (2 - 12 cr.)

OR

_____ SpEd 6030: Clinical Teaching (2 -12 cr.)

Area Two:

Supporting Coursework

May be taken at many colleges and universities

_____ FHD 1150: Human Development - Lifespan (5 cr.)

_____ FHD 2250: Seminar in early childhood education (3 cr.)

_____ Com D 2500: Language, hearing, and speech development (3 cr.)

_____ FHD 3510: Infancy and Early Childhood (3 cr.)

_____ PSY 3120: Abuse and Neglect (3 cr.)

OPTION #2

For students who have a current teaching certificate in an area other than special education they will need both **Area 1** and **Area 3** courses. Students in this category may also need some of the coursework from **Area 2**; this will depend on a transcript review.

Area Three:

Special Education Core Coursework

Taken through U of U

_____ SpEd 6010: School, Home and Community Partnerships (3 cr.)
_____ SpEd 6021: Principles of Learning and Assessment (3 cr.)
_____ SpEd 6022: Principles of Behavioral Instruction and Behavioral Support (3 cr.)
_____ SpEd 6030: Functional Communication and Language Development (3 cr.)
_____ SpEd 6040: Legal and Policy Foundations of Special Education (3 cr.)

OPTION # 3

For students who have a Bachelor's degree but are not currently certified to teach they will need to take **Area 1, Area, 3, and Area 4** courses. Students in this category may also need some of the coursework from **Area 2**; this will depend on a transcript review.

Area Four:

Professional Education

Courses must be taken at a 4-year college or university that is approved by the State of Utah to recommend teaching certification for students.

Elementary Education:

_____ ElEd 3000: Students and Practicum in Teaching and management (6)
_____ Psy 3660: Educational Psychology for Teachers (3)
_____ SpEd 4000: Education of the Exceptional Individual (2)
_____ IT 4010: Principles and Practicum in Teaching Elementary Teachers (3)

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